

## **Student issues that Structured Teaching Addresses:**

- Deficits in social communication (both expressive & receptive) and social interaction
- Restricted repetitive patterns of behavior, interests or activities may include
  - repetitive motor movements, use of objects, or speech
  - insistence on sameness, inflexible adherence to routines, or ritualized patterns of behavior
  - highly restricted, fixated interests
  - hyper- or hypo-reactivity to sensory input or unusual interest in sensory aspects of the environment
    - Easily over-stimulated
    - Difficulty with modulation
    - Difficulty with segmentation
    - Poor regulation and coping skills
- Difficulty with concept of meaning and knowing what's relevant – also known as Central Coherence Theory
- Difficulty combining or integrating ideas
- Distractibility
- Concrete thinking (i.e. all or nothing or very 'black and white' thinking)
- Difficulty with organization and sequencing
- Difficulties with Theory of Mind (ability to attribute mental beliefs and knowledge to yourself and others i.e., to understand that others have beliefs, knowledge and intentions that are different from your own).
- Visual skills better than Auditory skills
- Difficulty in generalizing
- Problems with the concept of finished and routines (both refusing/objecting to tasks because they don't know when they will end and insisting on continuing with a task past the point when you want them to stop)
- Uneven patterns of development

Note: the first 2 things listed are required for a diagnosis of an autism spectrum disorder (ASD). The other things listed are common in people with an ASD but are also found in individuals with other learning differences.

### **Where Do I Start? - Checklist for Designing a Visually Structured Task**

Pick the curriculum area (e.g., self-help, domestic, vocational, functional academics, motivational, fine or gross motor skills, communication, language, independence, organization, play skills, leisure, or social skills). Then a topic that the task needs to teach (e.g., asking for help).

What is the topic/task?	
What are the visual instructions that tell the student how to do the task?	
How will the task be organized (to match the student's organizational abilities) and the materials arranged?	
How will the task draw the student's attention to the important, relevant details?	

## **STRUCTURED TEACCH®ING STRATEGIES, Areas to Target in My Setting**

Things I want to begin to implement regarding assessment, goal setting or teaching techniques:

Things I want to begin exploring/implementing regarding social communication skills:

Things I want to begin targeting regarding behavior management:

Anything else I would like to start changing as a result of this workshop:

## Student

## Setting

Date:

[illegible]

**INDIANA INSTITUTE ON DISABILITY AND COMMUNITY  
INDIANA RESOURCE CENTER  
FOR AUTISM**

## **Fundamentals of Structured TEACCHing Worksheet**

### **Student Characteristics**

Strengths \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Interests \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Weaknesses \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### **Physical Structure:**

1. What is the student's level of distractibility? \_\_\_\_\_

2. What sensory issues impact the student and is there any physical structure would you put in place to overcome/accommodate for these?

\_\_\_\_\_

3. What are this student's motor needs? (overactive, under active, needs to move etc.)

\_\_\_\_\_

4. How would you adapt the physical structure of:

Where the student works independently \_\_\_\_\_

\_\_\_\_\_

Where the student is taught by adult/s \_\_\_\_\_

\_\_\_\_\_

Where the student plays or enjoys leisure activities \_\_\_\_\_

\_\_\_\_\_

How far the student travels during transitions \_\_\_\_\_

\_\_\_\_\_

**Schedule:**

1. Type of schedule (what information does the student understand independently?) \_\_\_\_\_  
\_\_\_\_\_
2. What kinds of activities need to be included on the schedule? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Length of the schedule: \_\_\_\_\_  
\_\_\_\_\_
4. How will the student manipulate the schedule? \_\_\_\_\_  
\_\_\_\_\_
5. Transition Cue (what tells the student when to check the schedule?) \_\_\_\_\_  
\_\_\_\_\_
6. Any other ways the schedule would be individualized (interests, portability, flexibility etc.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. How will the schedule be taught? \_\_\_\_\_  
\_\_\_\_\_

**Work System (To Do List):**

Type of work system (left to right, matching, written etc.) \_\_\_\_\_  
\_\_\_\_\_

How does the student know:

1. What work will I do? \_\_\_\_\_  
\_\_\_\_\_
2. How much work do I need to do? \_\_\_\_\_  
\_\_\_\_\_
3. How do I know when I'm finished? \_\_\_\_\_  
\_\_\_\_\_
4. How do I know what to do next? \_\_\_\_\_  
\_\_\_\_\_

Ideas to individualize the work system \_\_\_\_\_  
\_\_\_\_\_



### Visual Structure of Tasks & Materials:

1. What is the instructional format the student needs? (pictures, written etc.)  
\_\_\_\_\_
2. How do tasks need to be set up for the student to complete independently?  
Container organization? \_\_\_\_\_  
Limit materials? \_\_\_\_\_  
Stabilize materials? \_\_\_\_\_  
Segment materials? \_\_\_\_\_
3. How is visual clarity going to be implemented?  
Highlighting? \_\_\_\_\_  
Placement? \_\_\_\_\_  
Order? \_\_\_\_\_  
Concept of finished? \_\_\_\_\_
4. How are student interests going to be incorporated into tasks?

Pick an example of an independent task that addresses one of the following areas: academic, motor, vocational/domestic, conceptual, leisure/play. Plan (draw it out if it helps) how the task would be made and set up.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.

**Social Communication:**

1. What are the student's social communication skills and problems? \_\_\_\_\_

\_\_\_\_\_

2. How does the environment/structure (inc. behavior of others) need to be changed to help this student with this issue? \_\_\_\_\_

\_\_\_\_\_

3. What skills need to be taught? \_\_\_\_\_

\_\_\_\_\_

4. How can teaching this skill be made visual? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Behavior problems:**

1. What is the problem/s? \_\_\_\_\_

2. What are the possible functions of this behavior? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 How does the environment/structure/behavior of others need to change in order to help this student? \_\_\_\_\_

\_\_\_\_\_

4. What skills need to be taught? \_\_\_\_\_

\_\_\_\_\_

5. How can you make teaching this skill visual? \_\_\_\_\_

\_\_\_\_\_



## Competency-Based Checklist

### Structured Teaching

<b>Instructor/Teacher:</b>	<b>Date:</b>
<b>Observer:</b>	<b>Length of Observation:</b>
<b>Student:</b>	<b>Skills/Activity Observed:</b>

Check off presence of the skill in the yes/no boxes. Check N/A if a given skill does not apply within this observation.

Skills	Yes	No	N/A	Comments
The system tells the ind. how much work needs to be done.				
The system tells the ind. what work needs to be done.				
The system lets the ind. know when they are done/finished.				
The system provides information about what happens next.				
All work tasks contained in the system are previously mastered.				
Work is individualized to the ind. Functioning level.				
The teacher reserves praise and reinforcement for completion of the system.				
Completed tasks are placed in the "finished" area without being taken apart.				
The teacher does not reset the work in front of the ind.				
Instructors use only nonverbal prompts to teach the system.				
Instructor uses the least amount of assistance necessary to help the ind. Master the system.				
The instructor fades physical proximity to the area as the ind. gains independence.				
Data are collected accurately on a regular schedule.				
Data are reviewed regularly, and the tasks and system are modified based on that analysis.				